

Kentucky Teacher

Kentucky Public Education System Wins National 'Innovations' Award

Kentucky's public education reform initiative has been selected as one of the 10 most effective government programs in the nation. By earning recognition as a winner in the Innovations in American Government Awards Program, Kentucky qualifies for a \$100,000 grant from the Ford Foundation, which sponsors the program.

The grant will be used to disseminate information about the reform program throughout the nation and share solutions other states might apply to address their own education issues.

An elite national panel picked Kentucky's education reform as one of the "best in government" after a rigorous selection process that culminated in a competition among 25 finalists chosen out of more than 1,500 entries. The competition, held Oct. 7 in Washington, D.C., was coordinated by Harvard University's Kennedy School of Government in partnership with the Council on Excellence in Government. Presenting Kentucky's program were Robert Sexton, executive director of the Prichard Committee, a Lexington-based education advocacy group, and Kevin Morrow, a former Kentucky education ambassador and Hopkins Central High School graduate who is a freshman at the University of Kentucky.

"Kentucky's promising results in education reform can serve as a model for other states," said David Gergen, editor-at-large of *U.S. News & World Report*. Gergen chaired the selection committee that included former con-



Vice President Al Gore and Ford Foundation President Susan Berresford present a certificate to Robert Sexton (left) and Hopkins Central High School graduate Kevin Morrow signifying the selection of Kentucky's education reform initiative as one of 10 winners of the 1997 Innovations in American Government Award. Sexton and Morrow presented the state's education program before a blue ribbon panel in Washington, D.C.

for results-driven performance. An announcement issued by the competition sponsors called Kentucky's reform results "evident," citing that 92 percent of all Kentucky schools have shown academic improvement and 50 percent have reached their goals during the most recent student testing cycle.

Education Commissioner Wilmer Cody said this national recognition rewards the hard work and dedication of legislators, teachers, administrators, parents, students and citizens who have made education a priority. "When the Kentucky Education Reform Act was passed by the 1990 General Assembly, the expectations were high for its success," Cody said. "This award recognizes how far we've come in the past seven years."

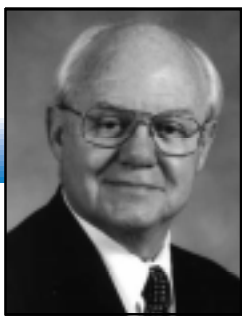
The Innovations awards encourage the replication of innovative government programs. Since the awards began in 1985, more than 85 percent of the winning programs have been replicated. Other 1997 award winners include programs in two federal agencies (the U.S. Food and Drug Administration and the U.S. Internal Revenue Service) and in Arkansas, North Carolina, Pennsylvania, Georgia (two programs), Chicago and Boston.



gressman Tom Downey; former League of Women Voters President Dorothy Ridings; former Gary, Ind., Mayor Richard Hatcher; and Jack Rosenthal, editor of *The New York Times Magazine*.

The committee determined that Kentucky's education reform program has helped propel the state's public education system, once ranked among the nation's worst, into one of the most improved by restructuring its schools

For more information about the Innovations in American Government awards program, phone (202) 467-6600 or visit www.ksg.harvard.edu/innovations/ on the Internet.



Commissioner's Comments

By Wilmer S. Cody
Commissioner of Education

High-Performance Qualities Lead to High Achievements

Success is all around us. We recognize high levels of achievement in classrooms throughout the state. Still, it's especially gratifying when the national spotlight shines on Kentucky schools. Three schools — Rich Pond Elementary in Warren County, Dry Ridge Elementary in Grant County and Catlettsburg Elementary in Boyd County — now enjoy that spotlight. All three are 1996-97 National Blue Ribbon Schools, a distinction awarded by the U.S. Department of Education for strong commitment to educational excellence for all students.

This issue of *Kentucky Teacher* profiles these schools, featuring the philosophies, strategies and hard work that contribute to their success. As you read those three profiles, you'll see both distinctions and commonalities. Perhaps you will be struck, as I was, at how many of the techniques and strategies could be adopted and adapted by any school, at any grade level, to boost efforts at improvement.

Now that Kentucky has emerged from those first tumultuous years of reform, when all efforts were focused on unprecedented change, we can — and should — analyze the efforts made to meet Kentucky's high standards. What efforts have worked? Our measuring stick is the Kentucky Instructional Results Information System. KIRIS evaluates schools and districts by high standards, sets goals for improvement and holds schools accountable for educating all students.

Using data and anecdotal reports from schools throughout the state, the Department of Education has found that the schools that are succeeding on KIRIS — exceeding their own best performance from year to year — are

those that have adopted high-performance techniques. That is, they intentionally organize themselves and monitor the effects of their daily activities to achieve the results they want. If those results don't happen, they re-evaluate and, if necessary, adjust what they're doing. The department has analyzed the characteristics of KIRIS-successful schools to identify the attributes that make them effective in the education of all students. The analysis indicates that KIRIS-successful schools share these qualities and practices:

- curriculum and instruction that are developed and aligned with national standards, core content and the KIRIS assessment
- disaggregation of data for analysis to ensure that all students are reaching high levels
- consistent instructional leadership focused on student performance
- instructionally based, student achievement-centered planning
- professional development aligned to academic achievement needs



I KNOW! I KNOW!— Joseph Robinson seems eager to answer a question at Catlettsburg Elementary. He wears a National Blue Ribbon Schools T-shirt, one of 360 donated to students, faculty and staff by the local Elks Club.

- ability to broker appropriate resources and pursue aggressive networking based on hard data and ideas shared by faculty and staff, not just general interest.

KIRIS-successful schools have much to teach us about high performance. Now that more schools are surpassing average KIRIS indices, refinements to high-performance qualities are emerging. These highly successful schools are generating explicit lines of accountability in the school (for example, a teacher's accountability to other teachers, student to work, parent to school, parent to student); a faculty focus on effective teaching practices; and a strong support between the district office and the school, with the dialogue focused on student results.

The department has compiled this information from successful schools and offers it as a resource for educators and school councils striving to improve instruction and student achievement. In education, as in most other areas of life, knowing another's path to success can make our own easier to chart.

- environment in which both strong effort and high expectations are not passively valued but made into policies and rules
- frequent and regular measurement of student progress and school improvement results

For more about the shared characteristics of successful Kentucky schools, phone Jo O'Brien, manager of the Results-Based Practices Branch in the Division of School Improvement, at (502) 564-2116 or e-mail jobrien@kde.state.ky.us.

Character is the Word for Harrodsburg High School Students

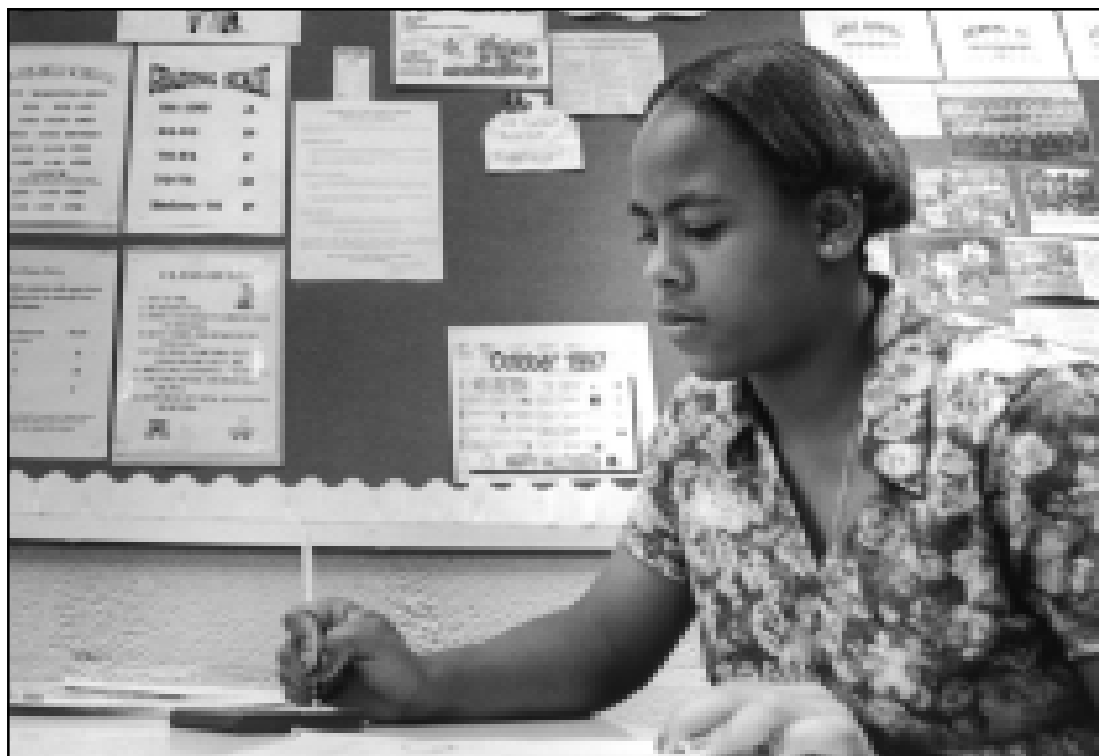
By Faun S. Fishback
Kentucky Department of
Education

Word by word and week by week, the 232 students at Harrodsburg High School are getting an education in character. They are hearing words that exemplify character — words such as discipline, honesty, promptness and responsibility — and they are finding out how much their peers and their community value those qualities.

About a year ago, Principal Kearney Lykins purchased for the school a character education program that centers on a word of the week. He did it “not so much to address problems in the school but to address problems of society,” he said.

The bottom line with teachers and students is that the program is affecting a lot of lives and making a difference in student attitudes and the school climate. “Seeing a discipline problem in my office was a rarity last year,” said Lykins. The number of suspensions was reduced almost 90 percent from the year before, he added, as students became more conscious of accepted behavior.

“Everybody takes this seriously,” said senior Dustin Hudson. “They try to live up to the definitions of the words.”



Clarissa Young works on mathematics near a display that includes the Harrodsburg High School Word of the Week. Each week's word is displayed throughout the school as part of a character education program.

Each academic department at the Harrodsburg Independent district's high school takes a turn teaching the 15-minute daily word lesson. English teachers are responsible for the lesson on Monday, mathematics teachers on Tuesday, social studies on Wednesday, science on Thursday and electives on Friday. Lykins said it is essential for students to hear about the value of the week's character word from every teacher. The purchased program pro-

vides materials for all teachers to use as springboards for discussions in their classes.

The character word of the week is reinforced at school in a variety of ways. Student leaders announce the word during a schoolwide TV show on Monday morning. Students create displays and post signs that carry the word throughout the school. The word also is posted on the school's outdoor billboard. In addition, the

word of the week is emphasized and studied at Harrodsburg Middle School, where Lykins also is principal, and Harlow Elementary School.

Students continue to hear and see the word of the week outside of school. The local paper carries the word on its front page, and the local radio station announces the word each week. A local bank flashes the word across its electronic billboard throughout the week, and “Harrods-burg Tonight,” a student-produced cable show, features the word.

“The community involvement makes the students aware of the word, aware of admirable traits and aware that these are traits the public appreciates,” said former Harrodsburg High art teacher Ernest McElhannon. “The week we studied tardiness, students set a record for promptness.”

A student who best exemplifies the word is honored as Student of the Week. “Students really want to be Student of the Week,” said sophomore English teacher Cindy Parker. A Student of the Month is recognized at the district school board's meeting.

“I think it's good for us,” said junior Christine Shewmaker. “It broadens our vocabulary, and everybody learns from this.”

For more information about the program, contact Lykins at (606) 734-8420.

\$1 Million Grant Awarded for Character Education Program

A number of Kentucky schools have character education programs based on “Character Education Teaching Strategies,” a document developed in 1994 by the Kentucky Department of Education in consultation with educators, parents and citizens representing a variety of perspectives. Last spring, Kentucky, in partnership with the Ohio Valley Educational Cooperative (OVEC) in LaGrange, received a four-year \$1 million U.S. Department of Education grant to fund a Kentucky Character Education Program to foster character development; improve student achievement and problem-solving capabilities; increase attendance; decrease discipline problems; increase parental and community involvement; and increase students' participation in community service

activities. OVEC will serve as administrative and fiscal agent for the project.

During 1997-98, eight schools are model demonstration sites. They are Bedford Elementary (Trimble County); Foley Middle (Madison County); Gallatin County Middle; Grant County Middle; Henry County Middle; Kathryn Winn Primary (Carroll County); Mason Corinth Elementary (Grant County); and West Point Elementary (West Point Independent). Four new demonstration sites will be added in each of the next two years for a total of 16 sites.

For more information, call Michael Franken at OVEC at (502) 222-4573, ext. 17. Watch future issues of *Kentucky Teacher* for updates.

Three Scholars Speak About KIRIS

The August issue of this publication included an article titled "Three National Experts Declare KIRIS an Accurate Measure of School Progress." The article presented a summary of remarks on KIRIS made by national measurement experts at a meeting of the Task Force on Public Education's issue group on assessment and accountability. The article's title and opening paragraph represented the Department of Education's conclusions about the experts' remarks.

Only Edward Haertel spoke broadly about all aspects of KIRIS. Robert Linn spoke specifically about issues of reliability; Anthony Nitko, about the content validity of KIRIS and two other tests. So there is no confusion in interpretation, *Kentucky Teacher* presents the experts' remarks here.

Edward Haertel

Haertel, a Stanford University professor and president-elect of the National Council on Measurement in Education, has served as a national advisor for the state's assessment and accountability system. He called the system a "model for the nation" and said that his "bottom line judgment is that (this) assessment is state of the art." He added that the technical quality is adequate to use in classifying schools into the accountability categories from reward down to crisis and that the portfolio component of the assessment adds unique value.

Haertel praised Kentucky for having patience and vision. "A lot of places were less wise than Kentucky in expecting to be able to accomplish tremendous changes practically overnight," he said. "In Kentucky, the position has always been something of a longer view, and I think that is something that's quite encouraging. Kentucky really is on the right track."

Robert Linn

Linn, a professor at the University of Boulder and co-director of the Center for Research on Evaluation, Standards and Student Testing, was a member of the Office of Education Accountability's KIRIS technical review panel. He reminded the committee that he was "fairly critical" of early versions of the testing system. After reviewing current documents, he told

the committee that the department put together new ways of thinking about school rankings, that "some of the simulations that they've run are quite impressive" and provide some assurance that (the system) is working pretty well.

He further noted that "there has been substantial progress in moving to what I would consider state-of-the-art procedures for making (equating) links as tight as possible" (that is, making the results from year to year as comparable as possible). Linn then described some data from the 1996 portfolio audit and said these data both "show a great improvement in how trustworthy the portfolio scores are" and "that auditing is an important part of the program." Despite the improvement in the accuracy of portfolio scoring, Linn would prefer that portfolios not be part of the accountability program.

Anthony Nitko

Nitko is a professor of research methodology and measurement and chairman of the Department of Psychology in Education at the University of Pittsburgh. In answering a question about how KIRIS and two other tests compare as measures of the academic expectations, he said his research shows that "the (KIRIS) open-ended items do cover most of the academic expectations. There are a few areas that are not covered

at all, and some are not covered as thoroughly as others. Also, the CTBS4 and the CAT5 questions do not match the curriculum very well; they don't cover the academic expectations as thoroughly. The CTBS4 and the CAT5 do, however, cover vocabulary knowledge, language mechanics, spelling and simple mathematical computation."

Nitko noted that the purpose of the KIRIS tests differs from that of the other tests. The KIRIS test was designed specifically for Kentucky's school accountability program. The standardized achievement tests, in general, try to provide more diagnostic information for individual students. In his report, "A Guide to Tests in Kentucky," on Page 41, he writes: "The combined disadvantages of test secu-

rity and poor curriculum alignment make commercially available standardized tests ill-suited for a school accountability program."

Anthony Nitko's "Guide to Tests in Kentucky: A Description and Comparison of the Comprehensive Tests of Basic Skills, the California Achievement Tests, the TerraNova (CTBS5) and the Kentucky Instructional Results Information System Assessments" was prepared under a contract with The Kentucky Institute for Education Research. To request a copy, write to KIER at 146 Consumer Lane, Frankfort, KY 40601; phone (502) 227-9014; or fax (502) 227-8976.

Video tapes of the Public Education Task Force Assessment and Accountability Committee teleconference on April 24 are available for \$10 each from the Legislative Research Commission, Office of Public Information, Room 023 Capitol Annex, Frankfort, KY 40601.



Photo by Rick McComb

A STUDY IN INTENSITY— Jessica Long appears to be totally focused on instruction in her classroom. The 5-year-old is a student at Lebanon Elementary School in Marion County.



Blue Ribbon Practices Shine in the National Spotlight

Blue is undoubtedly the favorite color at three Kentucky elementary schools. All three are winners of the National Blue Ribbon Schools award for 1996-97.

The recognition signifies that each of the three schools merited state-level Blue Ribbon status and passed a stringent review process at the national level before receiving Blue Ribbon designation from the U.S. Department of Education. Each demonstrated a strong commitment to educational excellence for all students and met or surpassed the criteria in the federal agency's 11-point "Conditions of Effective Schooling." The three are among only 262 in the nation to win Blue Ribbon School status for 1996-97.

The next six pages spotlight these three schools and the attributes that make them worthy of national acclaim. While all are elementary schools (the national recognition program alternates from year to year between elementary and middle/high schools), their priorities and practices are likely to support success in schools at all grade levels. In the following pages, you'll read about infinitely replicable characteristics and activities such as these:

- commitment to the academic success of every student
- an atmosphere that embraces parents as partners in education
- doors that are open and welcoming to the entire community



Photo by Rick McComb

Teacher Tonya Sine helps Meagan Hoyt with a writing project at Warren County's Rich Pond Elementary, one of three Kentucky schools to achieve National Blue Ribbon School status for 1996-97.

- instruction that makes portfolios, open-ended questions and other assessment elements day-to-day practices — not something special or new at testing time each spring
- equal educational and social opportunities for *all* students
- student-focused collaboration by teachers and school staff
- determination to address negatives (examples: a high percentage of low-income or otherwise disadvantaged students, the death of a beloved teacher, less-than-ideal physical environment) in positive ways

The list could extend beyond this page, but here's the bottom line: These schools have ideas and practices that could boost achievement in all schools. So please read the next six pages with your own school's challenges in mind, and harvest the ideas that might lead to solutions. If you want more detail, the administrators, teachers, students and parents at the three featured schools will be glad to tell you more.

Of course, these schools face challenges, too, and would welcome ideas that have worked for others. By exchanging and adopting successful strategies, all Kentucky schools can shine in the spotlight.



Dry Ridge Teachers Educate 'Whole Child'

By Faun S. Fishback
Kentucky Department
of Education

In many respects, Dry Ridge Elementary should be just another Kentucky school struggling to meet its assessment goals. Located in Grant County between Lexington and Cincinnati, the school serves a student population in which 48 percent of the 585 students are categorized as "at risk" and 51 percent qualify for the free lunch program.

The school, built after the original building burned about 25 years ago, is an open-space structure with moveable interior walls. Recent county population increases have forced 5th- and 6th-graders into portable classrooms. Four elementary classes are located in the adjacent middle school for at least another year until a new high school is completed.

Instead of being deterred by these perceived negatives, Dry Ridge Elementary has excelled. The school has been in rewards for the first two testing cycles in the state's assessment and accountability system, reaching the highest reward level at the end of Cycle 2. Last spring, the school was designated a National Blue Ribbon School.

What's the secret to Blue Ribbon success? It's teachers who are hungry for ideas and are willing to work hard, administrators who are involved in curriculum and instruction, a school-based council that has the community's perspective and lots of communication among these three groups and with students and parents.

So said former Principal Nancy Duley, who this year became principal at Ockerman Elementary in Boone County.

"Dry Ridge is a very progressive school," she explained. "The school is always either breaking ground or doing something that very few other schools are."

Teachers at Dry Ridge are enthusiastic about their jobs. "We don't take on anything unless we agree to jump into it with both feet," said primary teacher Marcella Soper. "We're constantly wanting to know what's new, and that's what the administration provides for us."

Teachers are encouraged to seek out professional development or visit other schools to see programs or activities that might be replicated at Dry Ridge. If they find no existing program that will help a student learn, the teachers work to develop one. (See related story on Page 7.)

Attention to the Whole Child

Students are taught to write, think critically and work in teams and independently. They are encouraged to be good citizens and stewards of resources, to participate in school-based entrepreneur activities and to appreciate the arts and humanities. Teachers educate the whole child.

The Blue Ribbon School also supports the whole child. Counselor Angela Jent and teachers do home visits to identify student needs and to open lines of communication between home and school. As a social worker liaison, Jent helps families meet needs, conducts in-school programs on drug abuse, self-esteem and leadership, and meets with students one-on-one to deal with issues.

The Henrietta Fund, established in

memory of a former student and staff member, provides money to help families in many ways — from replacing broken eyeglasses to buying a bed for a student sharing one twin bed with her two sisters. School nursing services provide a variety of health services for students.

The Students' Role

Students also contribute to success at this Blue Ribbon School. In annual surveys, they share opinions and ideas about school policies and activities. They work with teachers to set classroom rules and often serve as the school's ambassadors at community events.

Students wrote a grant application that brought \$1,000 to the school for a new outdoor classroom on school property. Plans are to allow the community access to the three-acre site's nature trail and gardens.

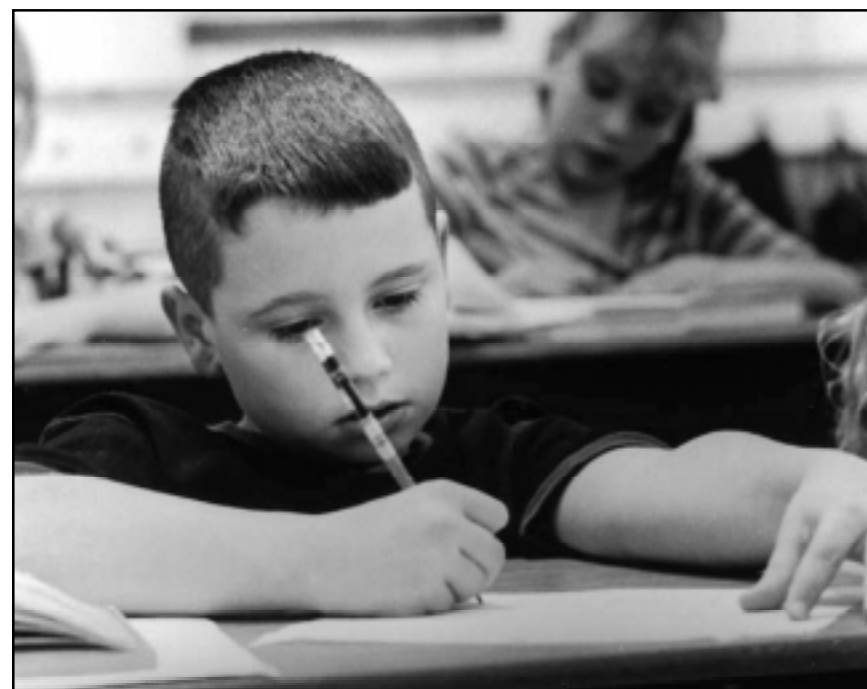
Students from Grant County High School also have a role in Dry Ridge's

success. Service learning students spend a portion of their day at the elementary school, working with students in regular and special education classes.

Mutual Support

The community supports the Blue Ribbon School. Local businesses and industries participate in school-to-work activities. The Grant County Fair Board gives awards for student writing at the fair. Parents volunteer at the school, and an active PTA is raising money to improve the school playground.

Administrative support is vital to the school's success, teachers said. Principal Connie Deats and assistant principal Paul Bodenhamer, who doubles as the school's technology troubleshooter, visit classrooms and offer feedback to teachers on activities and teaching methods. Through her Principal's Memo and e-mail, Deats recognizes teachers for jobs well



Alec Morris works on spelling words in class at Dry Ridge Elementary in Grant County.

PROFILE: **Dry Ridge Elementary School**
 District: Grant County
 Year Established: 1938
 Number of Teachers: 38
 Number of Students: 585
 Student-Teacher Ratio: 18-1
 Percentage of Students on Free/ Reduced-Price Meals — 51%

done and passes along tips about education programs and trends.

New teachers are paired with resource teachers. The first-year teachers and their mentors spend more than 70 hours together — in the classroom and after school — refining teaching skills. Likewise, students new to Dry Ridge are paired with host students who help them adjust to school policies and make new friends.

District-level support is important too. Superintendent Jim Simpson is a familiar visitor to the school, and the

local school board receives a monthly report on the school's programs and progress. The district's support for the school's success is exemplified in a blue ribbon wallhanging crafted and presented to the school last year by Assistant Superintendent Peggy Spillman.

"We're navigating our course," said Principal Deats, "and keeping our children at the center of our hearts." Contact her for information or to set up a site visit at (606) 824-4484.



Teacher Lori Dietz teams up with student Sam Satterwhite to work on pronunciation in Dry Ridge Elementary's Language Enrichment Activities Program.

Photo by Rick McComb

Lessons From Dry Ridge Elementary

- Instead of being deterred by negatives, educators find ways for students to excel.
- It is important for administrators to be involved in curriculum.
- Communication is most effective when it includes everyone: teachers, administrators, school council members, parents, students and the community at large. Success happens when everybody works together.
- Effective teachers stay hungry for new ideas and enthusiastic about their work. They take responsibility for their own professional development and constantly seek to improve their own skills.
- Students thrive when schools educate and support the whole child.
- Matching first-year teachers with resource teachers gets them off to a good start; student mentors can help jump start the academic and social success of students new to the school.

LEAP and Readiness Classes Give Students a Great Start to Learning

Dry Ridge Elementary's focus is on meeting the needs of all students to achieve higher-level learning. No student is excluded. Students who are severely disabled attend regular classes part of each day. Teachers are learning Spanish to communicate with the school's two Spanish-speaking primary students and signing to communicate with a first-year primary student who is hearing impaired. Gifted students participate in classes and activities that challenge them beyond what's being taught in the regular classroom.

Principal Connie Deats thinks the number of teachers on staff with special education/exceptional children backgrounds helps the school provide an inclusive, seamless education for Dry Ridge students. "In any classroom, you can't tell the regular teacher from the special education teacher," said Deats. "They're working with *all* students. We're proof that inclusion can work."

Two programs developed by the school's teachers to meet student needs are the Language Enrichment Activities Program (LEAP) and a readiness class. LEAP allows first-year primary students with significant language delays to participate in a structured language development curriculum. Students spend half of the day in LEAP and the other half in regular classes, said Lori Dietz, speech teacher and LEAP coordinator. This year, eight students are enrolled in the morning class and eight in the afternoon class.

Initially funded by a grant obtained by the district's psychologist, LEAP now operates with a little PTA funding and donations of materials from teachers and the community.

Primary students who lack reading and mathematics skills are identified through testing and placed in the readiness class, scheduled the first 90 minutes each day.

To make the program — and the school — successful, primary teachers agreed to accept students from the readiness teacher's primary class. One teacher gave up an aide for that time period to give extra instructional assistance to the readiness teacher, Deats said. The class also relies on the skills of a special education teacher, a speech and language teacher and parent volunteers. That means on any given day, five or six teachers, aides and parents are working with the youngsters as they learn to read and to recognize number concepts.

The selling point for the class was that increasing the skills of these students is "easier with pooled resources than for individual teachers to be working with four or five students in the regular classroom," said Linda Taylor, the readiness teacher and a primary classroom teacher. "The goal is to move the students back into the regular classroom. Last year we started with 24 students and ended the year with 15."



By Sharon Crouch Farmer
Kentucky Department of Education

A diversity makes you stronger.” “It takes a village to raise a child.” Clichés? Yes, but at times aptly applied to real-world situations.

Take this National Blue Ribbon School, for example. Rich Pond Elementary, nestled inside the rolling farmland of Warren County, has twice been rebuilt after devastating fires. The loss of a teacher to cancer was met with community funding for an outdoor classroom and amphitheater named for her. The catastrophic illness of a student resulted in “Grounds for Success,” a program that raised support in the form of donations of materials, money and labor that built a \$250,000 playground. While the principal was in a hospital undergoing brain surgery, the school’s computer lab and other classrooms were vandalized — computers, televisions, VCRs destroyed. The school turned the incident into an opportunity to disband the lab and, using replacement equipment, put three or four computers and a printer in each classroom so students could have more immediate and consistent access than before.

“It takes our community to educate our children,” says Principal Larry Blankenbaker. Parents logged 1,000

hours as volunteers at the school in one year. “We have to hold two PTO meetings because we have so many people come that we can’t accommodate them all on one night,” Blankenbaker said.

That sense of community creates an atmosphere at Rich Pond that, according to 4th-grade teacher Kim Stout, is “warm and caring.” Every morning, Blankenbaker waits with students in the gym until every one has arrived safely. “After that,” said Karen Alford, curriculum coordinator, “he visits each of the 20-plus classrooms to say hello.”

Leslie Blair, a 4th-grade teacher who recently came to Rich Pond from a larger school, has been impressed with the spirit of involvement, the dedication of the teachers and the instruction. “At this school, we’re really educating the whole child,” she said, pointing out that every student in every grade level gets 45 minutes per week in each of five areas — art, music, library, guidance and physical education — in addition to the academic basics.

That spirit

“This is no ordinary school ...”

Rich Pond Elementary, Community Share Common Goal

Each One, Each Day, Some Way, Success

of involvement, communication and caring, carried from school to community and back again, not only provides intrinsic support for students and staff but also breaks down barriers to meeting more physical needs — such as pencils. The school cannot depend on federal money for aid. Less than 20 percent of the students qualify for free/reduced-price lunch, and Blankenbaker doesn’t believe in school fund-raisers. “We write a lot of grants,” he said, “but we never use money as an excuse for not doing something.”

Blankenbaker also has a very successful “business partners” program that serves as a source of support. For example, Rich Pond has had an artist-in-residence for four years, thanks to

the community. This year, funds from business partners, the PTO and a Kentucky Arts Council grant are providing the program for P4, 4th and 5th grades. The local school board is funding art this year for the other grades.

Instructional strategies carry on the spirit of Rich Pond, focused on a theme that incorporates motivation, competition and achievement: Learning Layered With Fun. The family atmosphere of Rich Pond has made it easy to succeed there, according to primary teacher Ellen Watt. “Students want to come here,” she said. And as one student wrote in a story about Rich Pond: “This is no ordinary school.”



Photo by Rick McComb

Primary student Tony Chak finds a quiet spot for reading at Rich Pond Elementary.

Rich Pond Elementary School

District: Warren County
 Established: 1860s; Present location since 1909
 Number of Teachers: 22 full-time; 29 including those in special areas
 Number of Students: 553
 Student-Teacher Ratio: 24-1 (average)
 Percentage of Students on Free/Reduced-Price Meals: 20%



Snapshots of Success

The following vignettes provide a glimpse into the real successes at Rich Pond — from the perspective of teachers as well as students — and why the school is a national Blue Ribbon School.

- The Primary Banana Split Mathematics Program rewards students who learn multiplication facts. With each fact learned, students add an ingredient to a bulletin board to track their progress. When they've completed all the facts and have all the ingredients on the board, they get to build a real banana split.

- Classrooms use various configurations of student groupings. Instructional groups are both structured and unstructured. In unstructured classrooms, students move through learning centers based on their needs and successes.

- Students participate in governing their classrooms. They establish the rules and determine the consequences for breaking them. *Sample Rule: Use inside voices when working in a group. Sample Penalty: Break*

the rule once, a warning is issued; break it consistently and a letter drafted by the student must go to the parent. The school is developing a framework to provide a foundation for classroom rules.

- Teachers are likewise involved. Two faculty meetings each month are set aside for professional development. Teachers are surveyed each November so topics can be scheduled for the coming year. Presenters come primarily from the community, and topics include ethics, curriculum alignment and the Internet.

- A checkbook behavior modification system has been used for practice in a variety of skills. Each student got a checkbook ledger at the beginning of the year. They deposited "money" into a bank account daily; "bills" were issued for inappropriate behavior, and deductions were made. Checkbooks were balanced each week. Students with money left at the end of nine weeks could "purchase" rewards such as pencils, extra recess time or food coupons.



Photo by Rick McComb

Angi Williams and her primary students work on lessons near the playground at Rich Pond Elementary School. The playground, built using donations from the community, is valued at \$250,000.



Lessons From Rich Pond Elementary

- Turn negatives into opportunities.
- Make families and the community your partners.
- Create a sense of community and a warm and caring atmosphere.
- Strive to educate the whole child.
- Never use money as an excuse for not doing what needs to be done.



By Lisa Y. Gross
Kentucky Department of Education

Catlettsburg, a mid-sized town on the banks of the Ohio River, serves as a gateway to the more metropolitan city of Ashland. Bungalow-style homes line the residential streets, which are separated from the business district by a busy railroad line.

Catlettsburg Elementary sits in the midst of the residential area. The school building, which was constructed in 1935 as a high school, is typical of many in its age group: orange-red brick facade, small playground area, utilitarian design. But inside, Catlettsburg is colorful, exciting and completely child-focused.

"We have a strong, innovative, creative staff," said Joseph "Rocky" Wallace, the school's principal. "The parental involvement here is wonderful. We also have good support from our superintendent and board of education, who give us the flexibility to do what's best for our students."

Barbara Church, a 5th-grade teacher at Catlettsburg, agrees that administrative support is strong.

"Our principal works with the teachers, not against them," she said. "The superintendent often visits classrooms, sits right down in the middle of the room and participates in activities."

Community Involvement

Catlettsburg is truly a community school. Many of its teachers grew up in the area and know the families of their students well. Parents and community members seem to feel comfortable visiting the school; in fact, there's a lounge area in the front lobby of the building that was designed specifically for parents. In 1995 the school was one of the first named a Welcoming School by The Partnership for Kentucky Schools. The designation recognizes success in bringing parents and the community into the school. Nearly 100 parents are listed on the school's volunteer roster, and the FIRST (Families In Right Step with Teachers) program recruits parents for volunteer work when their children enter the primary grades.

The school's family resource center encourages family and community involvement through a variety of programs such as Readifest, a summer event that provides services, information and resources to prepare students for the coming school year. The family resource center, which also serves nearby Ponderosa Elementary and is directed by Norma Meek, has been recognized by Yale University as a Goals 2000 National Demonstration Site, making it a model for the rest of the nation.

A day care program at Catlettsburg

At Catlettsburg Elementary, The Future Starts Today

Elementary provides parents a safe environment for their infants and preschoolers. Many of the school's teachers have their own children in the program, adding to the sense of family.

"This community sticks together," said 4th-grade teacher Terri Hensley. "People want to come to the school and help in any way they can. One of our volunteers is a retiree from Ashland, Inc. He has no children of his own, but he really enjoys coming here and working with the math classes. I think parents are comfortable with us, too. They don't hesitate to call me or the other teachers at home if they have questions."

The natural affection felt by the school staff for its students is evident throughout the building. First-year primary students clamor for Principal Wallace to "look what we drew!" A

5th-grader gets an encouraging pat on the back from her teacher as she works through a math problem. Four-year-olds are napping under the watchful eyes of their teacher and her aide. A 4th-grade teacher tells her co-workers that she plans to go to a 4-H skating party later in the week because "the kids are just begging me to go, and I can't let them down."

Curriculum and Learning

Catlettsburg Elementary's curriculum is geared toward success for students. Teachers don't focus on the state curriculum, assessment and accountability system only during test time; they use the system's learning goals and academic expectations to provide a solid learning base every day. Special offerings such as Spanish language courses, a real science lab equipped with the Activity Center Elementary



Photo by Rick McComb

Primary student Linda Peterman works on spelling at Boyd County's Catlettsburg Elementary School.

Catlettsburg Elementary School

District: Boyd County

Established: 1935 (current composition 1993)

Number of Teachers: 22

Number of Students: 327

Student-Teacher Ratio: 15-1

Percentage of Students on Free/Reduced-Price Meals: 63%

Science (ACES) curriculum, the Project Fit America playground (sponsored by King's Daughters Medical Center and part of a national effort to improve children's overall fitness) and a strong emphasis on music also have helped Catlettsburg stay at the reward level during both of the state assessment system's testing cycles.

The school has an academic team that competes on local and regional levels. Rhodonna Fields, a primary teacher, said the team is very popular with students.

"Every year we have around 50 to 60 kids who try out for the team," she said. "It's open to students from

the second year of primary to the 5th grade, with most of the actual competition at the 4th- and 5th-grade levels. They've been very successful, and that's helped change the perception of this school among our competitors."

Principal Wallace gives credit for his school's success to the dedication of the staff.

"We look at our resources and ask what can be done with what we have," he said.

"We put the kids first," said Terri Hensley. "Everything we do is geared toward their success."

"Green Flag" Relationships

One of the keys to success for Blue Ribbon Schools (or any school, for that matter) is the quality of the relationship between the principal and the staff. At Catlettsburg Elementary, Principal Rocky Wallace is accessible and able to think quickly when problems arise.

Wallace demonstrated his open style of management recently while giving a visitor a tour of the building. Approaching the teachers' lounge, he tapped lightly on the door, then opened it.

"Say, is the green flag out, or is it the red flag? I don't want to interrupt," he said jokingly.

"Oh, it's the green flag today," said one of the teachers. "You can come right in."

After introducing the visitor to the teachers, Wallace spent a few moments chatting with them about general school activities. One teacher asked a favor: more help with the extended school services program. According to her calculations, there were enough students signed up for the program to have an extra teacher. Without hesitating, Wallace agreed to her request.

The exchange typifies Wallace's style of management. He trusts his staff to make decisions and suggestions that will, in the long run, benefit the students. Rhodonna Fields says Wallace's approach makes teachers feel empowered.

"Mr. Wallace asks for our suggestions and opinions," she said. "We feel free to go to him with anything."

"We plan our own professional development, which is another plus here," said Barbara Church. "If you're comfortable with the way things happen, then you enjoy coming to work. And we do."

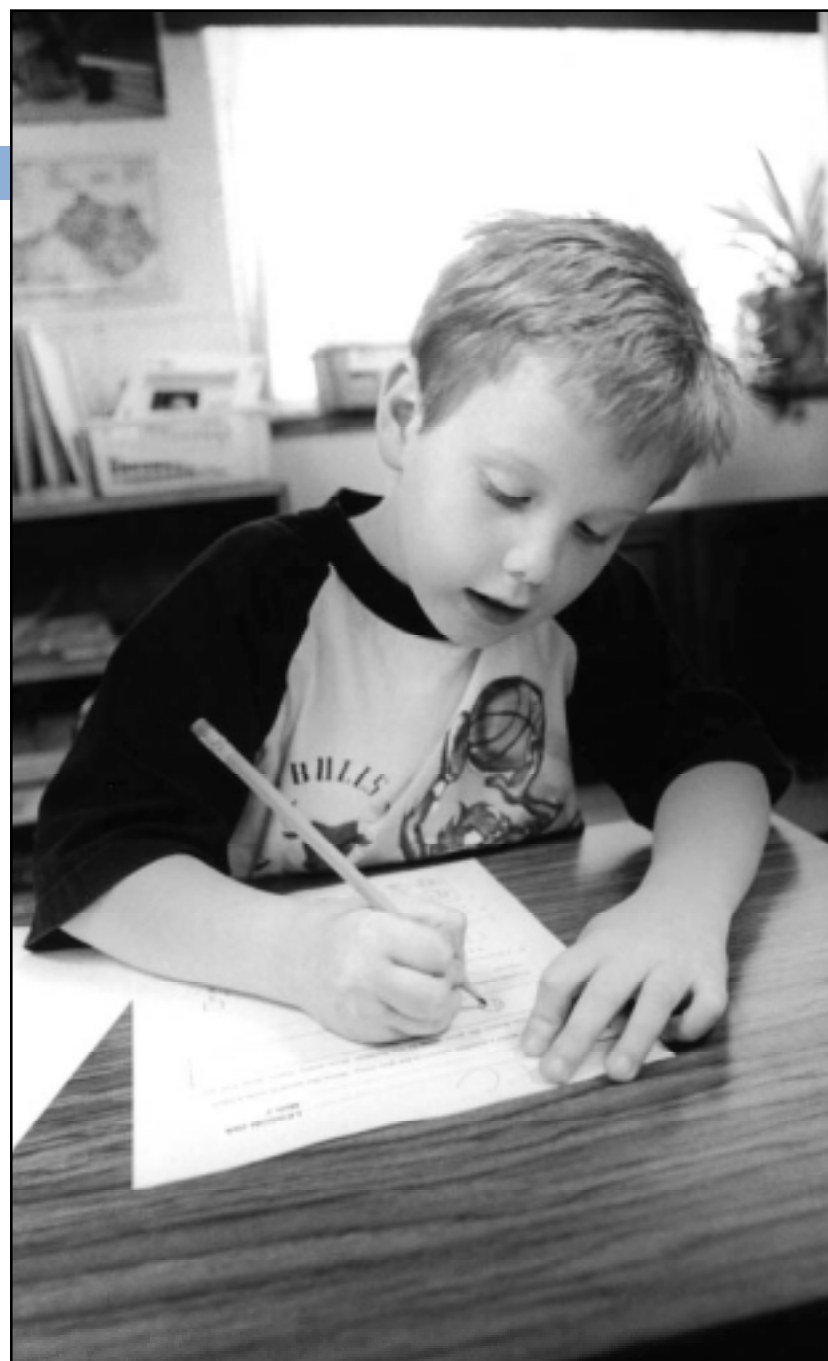


Photo by Rick McComb

Catlettsburg Elementary student T. C. Hall concentrates on a writing assignment.

Lessons From Catlettsburg Elementary

- The principal's management style has a significant impact on the school environment.
- A school that welcomes families and community volunteers takes a giant step toward success.
- An effective family resource/youth services center can make all the difference.
- Support from the district superintendent and school board is a must.
- Use the state's learning goals and academic expectations to provide a solid learning base every day — not just as testing time approaches.

The High School Perspective...

Three Former Blue Ribbon Winners Report on Progress

By Faun S. Fishback and Sharon Crouch Farmer
Kentucky Department of Education

In 1993, three Kentucky high schools won national Blue Ribbon School status. On this page, educators from those schools offer updates on the progress they've made in areas they listed as "challenges" five years ago when they applied for Blue Ribbon recognition.

Elizabethtown High School — *Great Strides in Technology*

Five years ago, teachers and administrators at Elizabethtown High School knew they had to make strides in using technology and creating interdisciplinary units of study to enhance student learning.

Today, students attend some classes with schools in other parts of the state via video conferencing. In the near future, they'll prepare computer-generated video presentations in a new research and production center and conduct computer-simulated science experiments in a state-of-the-art science lab.

This 1993 National Blue Ribbon School is guided by a technology committee and supported by department budgets and the local school board to make technology work for its students. Students use computers, scanners and graphics software for research and portfolio work. The school library offers Internet connections and a CD tower with access to newspapers and periodicals in English and Spanish. In compliance with the school's acceptable use policy, foreign language students converse in French and Spanish in Internet chat rooms. Seniors will soon get individual e-mail addresses so they can request and receive information electronically from colleges and universities.

Teachers receive technology training and professional development and use multi-media software programs for classroom presentations. They are encouraged to use the new research and production center for at least one lesson this year. Technology plays a major role in the school's efforts to integrate the arts and humanities across the curriculum.

"We're a progressive but traditional school," said Assistant Principal Ruth Sorace. "We always keep in mind what's best for our students."

Williamsburg High School — *Every Student a Successful Learner*

Not content with one national Blue Ribbon School designation, the Williamsburg High School staff has applied for the 1998 competition.

"We're doing better now than in '93," said Principal Jerry L. Hodges. "Our goal is, and has always been, to provide the best liberal arts education we can. We have a strong core curriculum." Maintaining its focus on all students as successful learners was one of the school's five-year challenges in its 1993 Blue Ribbon application.

Williamsburg has ranked first or second among high schools in state assessment scores for the first two cycles of testing. "You can't let a few bright kids carry you," Hodges said. "This is proof that we're reaching the 'middle of the roaders.'" About 85 percent of the school's graduates go to college. The rest attend technical school, enter the military or become productive employees.

Another challenge has been to increase community interest and tax support. Williamsburg High holds "stockholder" tours that bring parents, business people and city residents into the school to see firsthand its academics and activities. A strong alumni association is in contact with past graduates, and local publicity about school activities always brings cards, letters and e-mail comments from alumni, Hodges said.

"Williamsburg has been and continues to be what the rest of America is searching for," he stated emphatically. "We are a true community school."

Belfry High School — *Preparing for Success Beyond School*

Belfry High School in Pike County has a tradition of excellence. True to form, when the school achieved National Blue Ribbon School status in 1993, the faculty, staff and students were determined not to rest on their laurels. In fact, says Principal Frank Welch, they have made some of their most significant changes since then.

The school's focus is on preparing students to succeed throughout life. An advisory program gives every student one-on-one attention. Each person on the certified staff meets regularly with no more than 15 assigned students for academic advising and

recreational activities or to be a "parent away from home."

"This is by far the most important thing we've done for our students in years," Welch said, "and it doesn't cost one penny."

Teachers have revamped instruction to include less lecture and more goal-centered participation. "What naturally follows is that the students assume more responsibility for learning," Welch said. A student handbook doubles as a personal planner that helps students stay focused on their individual graduation plans.

The mining industry is the area's larg-

est employer but affords Belfry students few opportunities for experience because of liability issues. In partnership with the local vocational school, Belfry is developing a program emphasizing the high-tech equipment used in mining. Meanwhile, seniors shadow bankers, lawyers, pharmacists, doctors and other employers.

"We don't want to short-change our students by limiting their experiences," Welch said. "We believe that exposing our students to a wide range of people, jobs and organizations will contribute to their success anywhere in the world."

Surprise! Four Kentucky Educators Receive Milken Awards for 1997

There were gasps of astonishment, tears of joy and applause all around as Education Commissioner Wilmer Cody made a whirlwind tour of the state to present the 1997 Milken Family Foundation National Educator Awards.

Four Kentucky educators got the surprise word on Sept. 30 and Oct. 1 that they would receive \$25,000 each for their dedication, creativity, commitment and exceptional contributions to the field of education. The four join 20 other Kentucky educators honored by the Milken recognition program since the state began participation in 1993.



Stephen A. Patterson
Madisonville-North Hopkins
High School
Hopkins County

Patterson, a biology and chemistry teacher, has 16 years of experience in the field. He earned a bachelor's degree from Purdue University and a master's degree from Murray State University. Patterson is a member of the Kentucky Science Teachers Association, the Kentucky Academic Association, the Kentucky Education Association, the National Science Teachers Association and several other state and national professional and education advocacy organizations. He has served as a trainer in the state's assessment and accountability system.

"I have been fortunate enough to have had some of the best and brightest students, and they have helped me by pushing me to do my best," Patterson said.



Sarah K. Jackson
Larry A. Ryle High School
Boone County

Jackson has 14 years of experience as a business teacher. She earned a bachelor's degree, master's degree and Rank I from Murray State University. Her professional memberships include the Kentucky Education Association, the National Education Association, the Boone County Education Association, the National Business Education Association and the Kentucky Business Education Association. Jackson has served as a member of the Kentucky Business Education Task Force Committee, chair of the National FBLA Awards Program Committee and an assessment system workshop conductor.

"It's not about money. It's about love for our students," Jackson said about teaching. "I love teaching school, and I love my students."

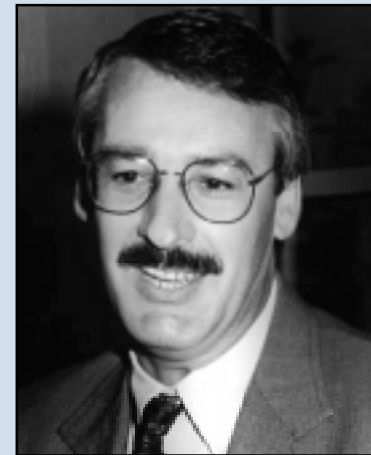


Barbara J. Johnson
Paris Middle School
Paris Independent

Johnson, an English/language arts teacher, has 12 years of experience in the field. She earned a bachelor's degree from Kentucky State University and a master's degree from Georgetown College.

Johnson is a member of the Kentucky Education Association and the Kentucky Middle School Association. She also is a member of the school-based decision making council and the PTO. Jackson serves as building coordinator for the summer school and after-school tutoring programs.

"When you do something you love," she said, "you don't realize it's a job."



Roger L. Marcum
South Laurel High School
Laurel County

Marcum has been a principal for 12 years and served as a middle-level teacher for nine years. He earned a bachelor's degree from Berea College and a master's degree, Rank I elementary/secondary principal certification and superintendent certification from Eastern Kentucky University.

Marcum is a member of the Kentucky Association of School Councils, the Kentucky Association of Elementary Principals, the Kentucky Association of School Administrators and the National Association of School Administrators. He also is a member of the Vision 2000 committee and was named Kentucky High School Principal of the Year in 1995-96.

"I believe all kids can learn, and we should provide them the opportunity to learn," Marcum said. "I want them to be all they can be."

GENERAL NEWS

Professional Development Programs on KET Star Channels

Kentucky Educational Television plans to offer the following teacher professional development seminars on its Star Channels during December and January. Schools or districts may subscribe to single programs or the year's entire schedule. For information about how to subscribe, call KET Professional Development toll free at (800) 432-0951. For additional KET professional development information, go to KET's home page on the World Wide Web (www.ket.org).

December

- Integrating Arts and Humanities into the Middle and High School Classroom, Part 2
- Developing Math Reasoning in Middle School Students
- A Year in a High School Writing Workshop, Part 2

- Extending Beyond and Expanding Within the Classroom: Developing Connections Using "Different Ways of Knowing," Part 1
 - VideoWorks, Part 4
- FREE SERIES — Mathematics: What's the Big Idea? — 3:30-5:30 p.m. ET (2:30-4:30 p.m. CT) on Dec. 5, 12, 15, 16 and 17 on Channel 709

January

- Successful Full Inclusion of Students with Severe Disabilities (two-part series, P-12)
- Distinguished Speakers: Micki King, "Success Then and Now"
- Telemedia Literacy, Part 1
- Professional Development Alternatives for Science Teachers
- Rebroadcast: Middle Grades Math, Parts 1-6

Watch 'Inside Kentucky Schools'

This half-hour video magazine produced by the Department of Education airs on KET at noon ET (11 a.m. CT) on the second and fourth Saturdays of each month. Each edition features a variety of schools and programs.

Nov. 8

- South Oldham High School meets Shakespeare
- The Byck Elementary poster everyone wants
- Strawberry hydroponics at Jesse Stuart Elementary (Hopkins County)
- "From the Ground Up" — Ohio County students build a house

- Catlettsburg Elementary — A National Blue Ribbon School

Nov. 22

- Russell Elementary Multiple Intelligences Program — learning for everyone
- The Stock Market Game
- Utica Elementary students explore the Land Between the Lakes
- Why writing scores soar at W.R. Castle Elementary (Johnson County)

General Assembly Appoints New OEA Director

The Kentucky General Assembly has appointed Kenneth J. Henry, a long-time educator and administrator at Union College in Barbourville, to be director of the Office of Education Accountability.

Henry, who succeeds Penney Sanders, was given a one-year contract with terms to be negotiated by the head of the Legislative Research Commission, Don Cetrulo.

Prior to moving to Union College, Henry taught in two Tennessee high schools and at his alma mater, Tennessee Wesleyan College. He has a master's degree from Tennessee Tech and a doctorate from the University of Tennessee at Knoxville.

Troupe to Direct Teacher Education

Marilyn Troupe has been named director of the Department of Education's Division of Teacher Education, a unit of the Office of Teacher Education and Certification. Troupe is the former chair of the Division of Liberal Studies and Education at Lane College in Jackson, Tenn., where she coordinated teacher education. She served as an instructional development specialist in the Oklahoma Department of Vocational and Technical Education and was a classroom teacher for 17 years. Educators can reach Troupe by mail at 1024 Capital Center Drive, Frankfort, KY 40601; by phone at (502) 573-4606; and at mtroupe@kde.state.ky.us by e-mail.

Two Showcases Take Resources and Opportunities 'On the Road'

Two education showcases will take arts and mathematics education resources "on the road" for review by teachers, administrators and others throughout the state.

Mathematics/Computer Education

A series of showcases presented in 18 sites invite P-12 educators, parents, university students and the general public to preview state-adopted and supplementary printed and electronic resources for mathematics/computer education. At each showcase, Department of Education instructional resources consultants will make presentations on materials selection and purchasing guidelines.

Each showcase is scheduled for 4:30 p.m. to 7 p.m. For more information, phone Carol Tuning or Jay Roberts at (502) 564-2106 or e-mail ctuning@kde.state.ky.us or jroberts@kde.state.ky.us.

Dates and Sites

January

- 13 — James Madison Middle School, Madisonville
- 14 — Murray High School, Murray
- 15 — College View Middle School, Owensboro
- 20 — Oldham County Board Office, Buckner
- 21 — Drakes Creek Middle School, Bowling Green
- 22 — Central Hardin High School, Elizabethtown
- 28 — Paul L. Dunbar High School, Lexington
- 29 — Executive Inn, Louisville

February

- 3 — Russell Middle School, Russell
- 4 — Simons Middle School, Flemingsburg
- 5 — Kenneth D. King Middle School, Harrodsburg
- 11 — River Ridge School, Villa Hills
- 17 — Pike County Central High School, Pikeville
- 18 — Central Elementary School, Paintsville
- 19 — Perry County Central High School, Hazard
- 24 — Eastern Kentucky University, Richmond
- 25 — Russell County High School, Russell Springs
- 26 — Whitley County High School, Williamsburg

Arts Education

Eight regional arts education showcases will provide an opportunity for educators, parents and others to learn about artists, organizations and other resources available for their schools. Each one-day showcase will offer sample exhibits, presentations and performances by the artists. Each participant will receive the 1998 Arts Resource Directory and other materials.

Schools will receive registration information in January. For details, call Jane Morgan Dudley at (502) 562-0703.

The Bulletin Board

By Lisa York Gross
Kentucky Department of Education

New KIRIS Service Center Opens

Educators with questions about the state's assessment and accountability system can call a re-established resource to get the answers. The KIRIS Service Center, staffed by representatives of private testing companies under contract with the Department of Education, is again prepared to provide general information and help with questions about test implementation.

The center, which replaces a similar service operated by the previous testing contractor, is open from 8 a.m. to 5 p.m. (ET) Monday through Friday. Call (888) 547-4799 toll free. To remember the number, think of it as (888) KIRIS99.

Parents and other non-educators with KIRIS-related questions are welcome to phone the Department of Education's toll-free information line at (800) 533-5372.

KET Series Spotlights 'Place and Spirit'

A Kentucky Educational Television series featuring state government's role in preserving and strengthening Kentucky's historic, cultural and natural resources will soon be available on videotape. "Kentucky: Place and Spirit" profiles how the state Education, Arts and Humanities Cabinet fuels the work of artists and archaeologists, scientists and storytellers, students and community leaders. The six-program series is close-captioned.

Educators may order any or all of the programs by phoning KET's Tape Distribution Center at (800) 432-0951. Orders will be shipped as soon as copies are available. For more information about the series, check the cabinet's Web site at www.state.ky.us/agencies/eah/eahhome.htm on the Internet.

CONTACT: Nancy Carpenter, KET, (606) 258-7000; ncarpenter@ket.org

Apply by Jan. 22 for Artist in Residence Program

What better way to teach the arts than to have an artist in your classroom? The Kentucky Arts Council's Artist in Residence Program places professional artists into schools and communities for four weeks to nine months to demonstrate art forms and share their creativity. These residencies can be used to integrate folk, visual, performing and literary arts into the regular classroom or to strengthen existing teaching in the arts. Applications are due Jan. 22, 1998.

CONTACT: John Benjamin, director, Arts in Education, Kentucky Arts Council, (502) 564-3757; (888) 833-ARTS; jbenjamin@arts.smag.state.ky.us

Eleanor Roosevelt Fellowships Available

Applications are available for the 1998-99 Eleanor Roosevelt Teacher Fellowships, awarded to female P-12 teachers who have at least three years of full-time teaching experience.

During the fellowship year, teachers will implement a self-study plan that includes college courses, seminars and workshops. They will implement projects that promote gender equity for girls in their classrooms, helping spark interest in mathematics, science and technology.

The fellowship, sponsored by the American Association of University Women Educational Foundation, includes a stipend of up to \$10,000. The application deadline is Jan. 12, 1998.

CONTACT: AAUW Educational Foundation, 2201 N. Dodge St., Iowa City, IA 52243-4030; (319) 337-1716, extension 67; www.aauw.org

'Frontiers' Returns to PBS

For the eighth season, the television series "Scientific American Frontiers" returns to Public Broadcasting System stations. Five new one-hour specials explore the boundaries of science and technology. Educators may tape the programs off the air or order video copies by calling (800) 315-5010. Related online resources and activities are available on the Internet at www.pbs.org/saf/.

The series began in October, with future programs scheduled to air from 8 p.m. to 9 p.m. (ET) on KET on Nov. 19, Jan. 21, Feb. 18 and April 15.

CONTACT: Melissa Amour, Scientific American Frontiers, 105 Terry Drive, Suite 120, Newton, PA 18940; (800) 315-5010; saf@pbs.org

Technical Assistance Sessions Scheduled

In response to educators' calls for training on the consolidated planning process, the Department of Education has scheduled regional sessions on the process and planning strategies for districts and schools. The first session, with a focus on organizing for an effective comprehensive needs assessment and linking school and central office teams for coordinated consolidated needs assessment, took place in September. Sessions 2 through 5, scheduled for November through April, will cover these topics:

- Analyzing findings from a local needs assessment; organizing findings into an action plan; coordinating goals between schools and districts
- Defining strategies to address goals and objectives; determining what instructional materials support the goals
- Assuring appropriate use of program resources; developing the budget; planning for the final review
- Finalizing the document; preparing for a regional review; planning for connecting the public; final nuts and bolts

Attendance at these sessions is voluntary. For specific dates and locations, call your Department of Education regional service center.

Coming in Kentucky Teacher

December-January Issue

Keys to School-Family-Community Partnerships

- What research says about the benefits to all
- Six keys that open doors to collaboration with families and communities
- Features on schools with strong partnerships
- Volunteers at school: What's in it for teachers?
- Resources for forming more effective partnerships

February Issue

Professional Development: "What PD is Right for Me?" Tools and suggestions teachers can use to chart their own courses for life-long professional learning

- Kentucky's Experienced Teacher Standards — A framework for evaluating personal teaching skills and planning for professional growth
- Benchmarks of Effectiveness — How to recognize which professional development opportunities are likely to be effective, and which are not

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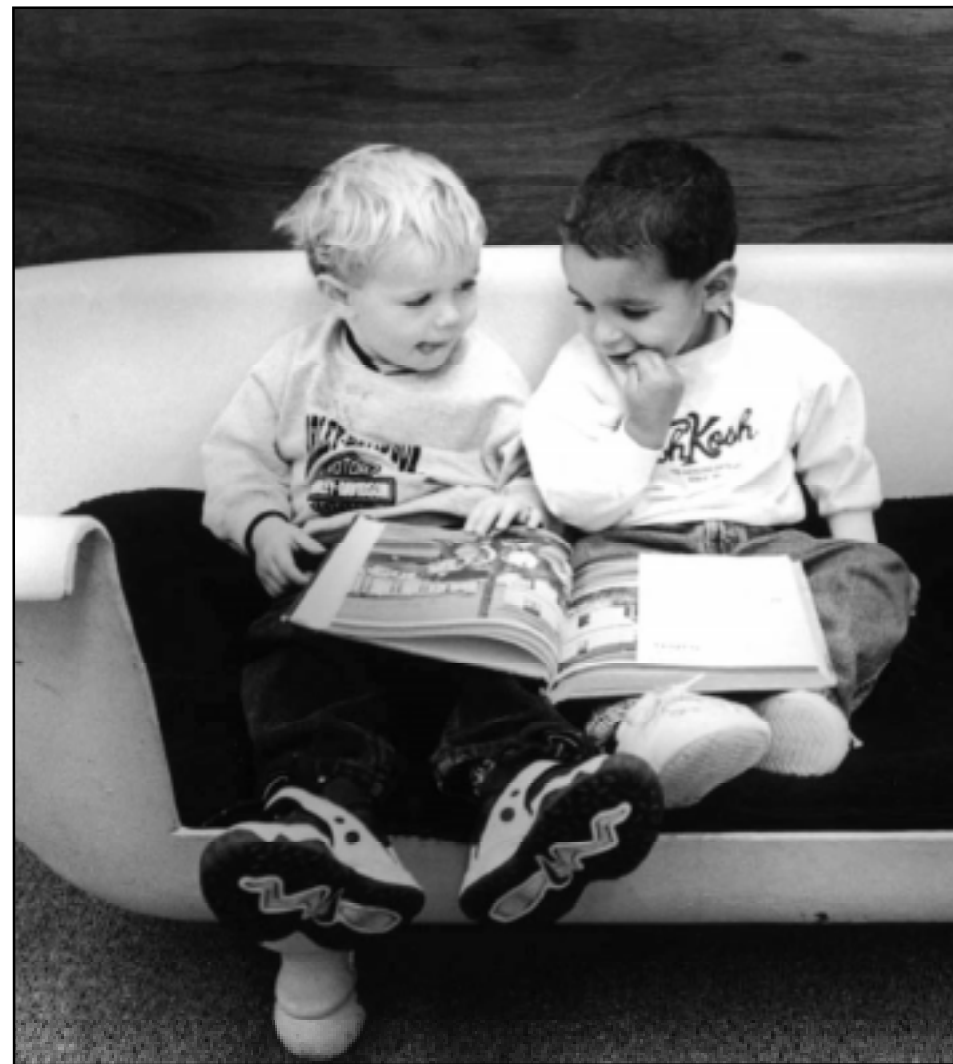


Photo by Rick McComb

SOAKING IT UP—A modified bathtub becomes a seat of learning for Dylan Harris (left) and Charles Michael Johnson at Catlettsburg Elementary School. The boys participate in the Boyd County school's program for 2- and 3-year-olds. On Pages 5-12, read about this and other programs that made three Kentucky schools National Blue Ribbon winners.

INSIDE . .



Winning Ideas From Blue Ribbon Schools
Pages 2 and 5-12

Character Education in Harrodsburg
Page 3

Kentucky's Milken Winners for 1997
Page 13

And More!

Kentucky Department of Education

Wilmer S. Cody, Commissioner